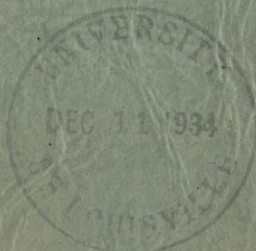


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THE POLICE SCHOOL



Louisville, Kentucky
U. S. A.



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CITY OF LOUISVILLE

Kentucky

July 20, 1934.

From DIRECTOR OF SAFETY:

To MR. NEVILLE MILLER, Mayor:

Dear Mr. Mayor:

When your request that information about our Police School be furnished to the Department of State, Washington, D. C., came to my notice, I was informed that the supply of carbon copies of previous bulletins had been exhausted. Hence, I gave instructions that this bulletin be printed. Herein will be found a statement of the functions, work and methods of the Police School.

I want to say, in this connection, that it is due to Professor Geo. T. Ragsdale's interest in the Louisville Police School that it has become prominent in police work in the United States. The School was founded in 1919 by Professor Ragsdale, has been under his direction since its organization, and is recognized as one of the outstanding schools in the country for the education and training of police officers.

There have been many requests for such information. In being able to answer such requests we are making our small contribution to police work in general.

Yours very truly,

Duntap Wakefield

Director of Safety

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THE POLICE SCHOOL

I. Origin and History. When Sir Robert Peel in 1829 secured the passage of a bill by the English Parliament providing for the first organized police force, he had no conception of the type of men who should compose a police force. The first members were "roughnecks" "who went forth with clubs to beat the people over the head." This gave rise to the name of "peelers" for police. About thirty years later the idea of training the "peelers" to more decent conduct arose, and "Peel House," the London Police School, became the first institution for the training of police. In a few years London police were known as "Bobbies," a term of affection which still maintains.

America has taken most of its lessons in policing from England. About 1875 the New York Police School was started, following the model of Peel House. About two decades ago Philadelphia, Baltimore and Washington attempted police training and in the teens of this century the idea struck the central cities of the country. During the past ten years most of the large cities and some of the States have established police schools. There is as yet no standard for police schools like that set for colleges or high schools. There is no educational authority working on the subject and no group of men who see the problem well enough to take an effective interest. Several Universities have been giving courses intended to qualify young men for police administration. The University of California and the Berkeley Police Department, under the guidance of Mr. Volmer, has made the most comprehensive and successful attempt. The I. A. C. P. has lately organized a department of Selection and Training of Personnel.

Thus the movement for police education is past its infancy. Just where a standard police school is to be found in the U. S. A. is an unsettled question. The school in this city has been in existence fifteen years but has not reached its maximum development. The attempt which has been made has been accom-

panied by increased efficiency of the police system.

II. The Functions of a Police School. The schooling of police is just another form of vocational education. Certainly it should be the function of a police school to train police in every possible problem with which they will come in contact. A brief outline of those functions may be stated as follows:

1. Training the recruit in the technique of the patrolman.
2. To keep members fresh on all laws and problems of police.
3. To keep members informed on all new laws and problems.
4. To keep the department up to date on all new forms of crime and new activities of the police world.
5. To keep the department in sympathy with the ideals of the Mayor and the Director of Safety.
6. To develop leadership among the members.
7. To keep morale at a high pitch.
8. To create the professional spirit.
9. To inspire and guide research into police problems.

III. Problems of the Superintendent of Police Training. The person who is responsible for police training should be a man with police experience, well educated in the social sciences and an extrovert by human nature. Some of his problems are:

1. To keep informed on all police matters, intra, inter, extra.
2. To create educational atmosphere and desire:
3. To anticipate all police needs and prepare specific plans for education of members in each need.
4. To interpret ideals and wishes of the Mayor and Director of Safety.

5. To arrange the police school curriculum.
6. To fit the police school into the police system.
7. To select and train instructors.
8. To develop leadership among members.

IV. The Curriculum. Making and handling the curriculum is the most difficult work of a director of a police school. To crowd into eight weeks of school all that is fundamental for a policeman and keep out all that is irrelevant is the task. In this description the attempt is made to state the purpose, content and extent of each course.

1. The History of the City. Historical background is necessary for the proper understanding of any problem. A knowledge of historic places, dates and events will help to create patriotism for the city, give the officer something about which he can tell the stranger in the city, help him to see the reason for police policies and police activities and create civic pride. The course can be covered in two hours.

2. History of Policing. The evolution of police systems throws light on present police administration. The recruit should be given a short review of police work in Ancient, Mediaeval and Modern Europe. The history of the English police system should be dealt with more thoroughly because much of our own system is adopted from the English. The story of police in one's own city, bringing out clearly the origin and growth in strength, the great crises met by the force, the great police produced, all produce a pride in the service and constitute a part of the policeman's professional knowledge. How the police have functioned in past crises, the great necessity for knowledge of the law and other elements of knowledge will cause the recruit to see the need for hard and consistent work while he is in school. Two or three lectures should be the minimum.

3. The Outlines of National, State, County and City Government. In order that the officer may see the relations of his work to all

the units of government under which he lives and works, a bird's-eye view of all the governments should be taken. This would include a study of the structure and general functions of each government such as might be made in a review of a high school class. Ten hours should be sufficient.

4. The Bill of Rights. An officer's native sense of justice is not sufficient basis upon which to make judgments. In his dealings with the citizens a knowledge of the Constitutional rights of the citizen is fundamental. The officer must know just how far he can go. A thorough discussion of the Bill of Rights, covered in ten lectures, will give a sufficient foundation.

5. The Criminal Law. A knowledge of criminal law is the most necessary part of a peace officer's mental equipment. This course is the backbone of the police school curriculum. It includes a study of the common law definitions of all crimes, capacity and intent of criminals, jurisdiction of crimes, etc. The Criminal Statutes, inasmuch as "in the absence of the statute the common law prevails," is the most necessary part of this course. By the statutes the peace officer is bound first of all. While an officer may not contact a violation of an obscure statute once in twenty years, he should know the violation when he does meet it. Therefore, every statute, State and Federal, for which there is a penalty, should be studied. Thirty-five hours is the minimum amount of time and double that would be more proportionate to its importance.

6. The Ordinances. Primarily the police are the agents of the city. Therefore, a knowledge of ordinances, the violation of which there is a penalty, is requisite. Generally ten hours will be consumed.

7. The Traffic Statutes and Ordinances. Traffic is increasing in importance as a police problem. All officers are at times called on to conduct traffic. Generally fifteen hours will cover the course.

8. The Law of Arrest. An officer must be sure of his ground in making an arrest. When

to make an arrest, means used in securing prisoner, etc., are most important to the new officer because of suits for damage in case of mistake. This course is generally covered in less than five lectures.

9. The Law of Evidence. This is a difficult course if viewed from the standpoint of the preparation necessary for a lawyer. For the policeman it must be simplified to cover what evidence is required to make the case, methods in gathering and caring for evidence, methods of presenting evidence in court, what will not be admitted as evidence. Five hours will permit a superficial study.

10. Court Procedure. While it is not possible for a policeman to learn the technical terminology of all steps of legal procedure, he must learn enough to know what is going on in any case in which he may be a witness, in order to keep track of his case and to present his case in court in a creditable manner. Two lectures and an observation visit to each court in which he may be called upon to testify will give him a good start.

11. Police Organization and Administration. While the recruit is preparing to be a mere patrolman who shall walk a beat for years, the way up should be shown to him. That police systems constituting a vast mechanism of organized groups of men and women should be made known to him in order to impress him with the importance of his vocation. He may come in contact with foreign police. In order to make intelligent contact he should be able to talk intelligently on police matters in general. For the ten per cent of recruits who will make progress beyond that of patrolmen, this course will serve as a basis for clear thinking so necessary in executive and administrative leaders. In the recruit school ten hours, in the officers, twenty-four hours should be sufficient to cover the course.

12. The Rules and Orders of the Division of Police. Most departments provide a pocket rule book for police. The patrolman has no more time to look in his rule book than he does his law book because he must act im-

mediately. All rules, as well as other necessary knowledge, should be acquired before he goes on the beat. The rules and orders should state specifically the work and method of each section of the division and of each separate employe of each section. Knowing these rules the recruit is more able to follow up his cases or keep his connections clear. For the large number of police who work merely by orders the rules constitute the only criteria of duty. Ten hours should be the minimum of study.

13. The Problems of the Patrolman. Probably three-fourths of the work of a patrolman is not covered by the law or by rules and instructions. Every contact which he makes is different. Every person, every neighborhood group, every street, every complaint is different from every other. Upon his knowledge of law, of human nature, of police procedure and the use of common sense he must make adjustments. In this course every conceivable problem, not covered in other courses, should be studied. The best methods of study we have been able to devise is to have the instructor take the recruit over the beat for each watch and for several days describing, discussing and generalizing on each possible problem. The forty hours allotted seems sufficient for a class of recruits.

14. Geography. Not knowing his geography the patrolman is lost. His territorial jurisdiction is determined by the boundary of his city, his police district and his beat. He must know the location of his posts and fire alarm boxes. In order that he may find persons wanted and direct inquirers, he must know the location of all public buildings and offices, hospitals, railroad and bus stations, offices of relief agencies, hotels, apartment houses, churches, routes of street car lines, public parks, etc. Outline maps of the city should be used when possible as in case of boundaries of city, districts and beats, and the student should draw his own maps to be used in his work. Street and commercial directories are quite helpful in conducting the quiz on the student's knowledge of his city. The course should take about twenty hours.

15. Drawing. Among the many things which a policeman must do is to give evidence in re accidents and crimes. It is not intended to make expert draftsmen but the ability to make a free-hand drawing on the scene of an accident or crime and take measurements and then make an exact drawing for the permanent records and perhaps presentation in court is surely not outside of police functioning. The elements of free-hand and mechanical drawing should be followed by the instructor. The recruit who is not awkward with his hands can accomplish much in fifteen hours.

16. Scientific Investigation. Of all the duties that a peace officer must perform, those of an investigator are among the most important. He has to solve problems relating to every branch of human knowledge. It cannot be expected that the recruit will become an expert investigator as a result of this course, but he should be taught the fundamental elements which go to make up a complete description and history of any police case. He should know how to obtain and keep these things for use in court. Ten hours have been devoted to this in the recruit classes. The detective should spend at least thirty-six hours every four years in the Continuation School on methods of scientific investigation. He should know when to call on the expert. He should keep abreast with all new *modus operandi* in crime. He should be made to realize he must keep pace with the scientific world.

17. Reports and Forms Used in Departmental Work. Without a record system, a police department cannot function. The foundation for statistics, for the *modus operandi*, for comparative statements, for the uniform crime report to the Federal Bureau of Investigation and for the proper administration of police is in the report of each individual activity of the officer. These reports must be specific and accurate. So far, ten hours have been spent on making out forms and reports but this is inadequate.

18. Human Nature for Police. Although police generally profess to know human na-

ture, they have no vocabulary with which to express themselves, nor is their knowledge organized. In order to know abnormal behavior one must know what is normal. Therefore, a study of normal personality, laying stress on police personality is the first part of this study. The span of human life covers babyhood, 1 to 6 years; childhood, 7 to 12 years; adolescence, 12 to 18 years; youth, 18 to 24 years; adulthood, 24 to 55 years; pre-senility, 55 to 70 years, and senility, 70 years to death. Study the normal and the abnormal conduct of each period which arises out of the elements of human nature. By abnormal psychology we mean the study of amnesia, epilepsy, dementia praecox, paranoia, hysteria and the numerous other psychoses which constitute the subject of abnormal psychology. The mistakes of the sensory organs as they affect evidence, criminal psychology, community, crowd and mob psychology constitute parts of this course. The term "Human Nature" is used because police in general look upon Psychology as too academic. Thirty-six hours at least should be required.

19. Police Ethics. Many of the mistakes which the policeman makes are due to his lack of a knowledge of the principles of human conduct. The purpose is to build a *moral* morale. A formal course in ethics is not intended. Such matters as graft, neglect of duty accepting responsibility, "passing the buck," favoring friends, accepting favors, conscientiousness in the performance of duty, response to community ideals, illustrate the subject matter. The first part of the course should be given over to the problems of conduct arising from the experience of the officer. Generalization and formation of principles of conduct should constitute the last part. The course can well fill thirty-six hours in the Continuation School.

20. Elementary Sociology. When the officer comes to see his work from the social viewpoint he will realize the value of the knowledge of a few of the principles of sociology. A large part of the patrolman's work is adjusting family troubles, neighborhood and

community disturbances. He should know this life. This course is still in an experimental state. So far five hours have been devoted to it.

21. Social Agencies. In order to make the proper solution of cases where a patrolman finds a family going to pieces or where children are becoming delinquent, the patrolman must call to his assistance such social agencies as the Family Service or the Children's Protective Association. This involves not only a knowledge of the functions and methods of such organizations, but an acquaintance with the personnel. The whole personnel of a police system should be kept in constant sympathy and touch with all the social agencies. At least five hours in both the Recruit and Continuation Classes should be devoted to these agencies.

22. First Aid. In accidents, the police are generally the first public functionaries to reach the scene. In many instances the policeman on the beat is not only an advisor to some families but he is the doctor. In cases of drowning, of fire, of disaster by storm, victims must be taken care of until the doctor comes. The material for the course is well covered by the Police and Fireman's Book on First Aid and may be covered by fifteen lectures.

23. Physical Culture. The problem of the police school is not only to remake the recruit mentally but physically. Generally, recruits come from occupations which do not require physical endurance. The recruit should be able to reach his maximum strength and endurance by a course of one hundred and twenty hours in calisthenics, running, boxing, wrestling, swimming and jiu, jitsu. The patrolman is advised to take a least two hours of systematic exercise each week in order to keep in ordinary physical condition.

24. Construction, Care and Use of Weapons. This involves not only the knowledge of, but the practice in the construction, care and use of weapons. The recruit should be taught to dismantle and re-assemble types of revolvers,

automatic pistols, rifles, shot guns, machine guns, gas guns and gas grenades. He should know the various brands of ammunition, the manufacturer's trade-mark, etc. The recruit devotes twenty hours to the above, together with the practice in revolver and rifle necessary to enable him to attain the rank of Marksman according to the rules of the National Rifle and Revolver Association. The members of the system must shoot for record at least four times each year.

25. One- and Two-Hour Subjects. Such subjects are: Special Co-operation with Other Departments of Government, Pensions, Insurance, Relief, Police Bibliography, Responsibility to Public Opinion, Discipline, Morale, Police Organization, State, National and International, Police Specialization, etc.

26. Special Courses. For the person who has an interest in special work relating to the police field and who may be assigned to such work, individual instruction, reading matter are provided, and arrangements made to attend special schools. These courses are in Law, Secretarial Work, Ballistics, Photography, Microscopy and Chemistry. Officers are encouraged to attend classes relating to their work at the University. Some have taken correspondence courses.

Training and practice in motorcycle riding and in equestrianism are also given to those assigned to duties requiring motorcycles and horses.

V. Text-Books. To date in this country, few books, suitable for use in a police school, have been written. For the most part *res ipsi* is best. The Bill of Rights of the State Constitution, the Criminal Statutes, State and Federal, the Traffic Statutes and Ordinances, The General Ordinances of the City, and the National Cyclopedia of Criminal Law constitute the list of books for the courses involving law. For Criminal Investigation, Hans Gros' book is used. The Criminal Psychology, Hans Gros' and McDougal's "Abnormal Psychology" and LeBon's "The Crowd" were fol-

lowed closely. Cahalane's "Policeman" is used in the Problems of the Patrolman. The Police and Fireman's First-Aid Book is studied as a text by each recruit. The "Traffic Manual" by the National Safety Council is used to supplement the study of the traffic laws. Numerous other books and magazine articles are used by the instructors. Local maps and directories are used in geography.

VI. The Selection and Training of Instructors. The field from which instructors may be chosen is limited to the department because it is impossible to get men outside of police service to give the necessary time; besides outsiders do not grasp the police angle. The terminology is many times too technical for police. Only those possessed of a fine personality, a masculine voice and manner with ability to use the English language correctly, should be selected to instruct. The instructor should have a previous honorable record for efficient police service. He should have the "social" nature and be animated by the desire to teach. Most of all, he must know his subject. As a rule we teach as we have been taught. Instructors should be those who have gone through the school. Where they have not, the Superintendent of the School should go over the subject with the instructor giving general instructions as to the subject matter and method of presentation. The instructor should be left alone with his class to work out detail. Supervision of his work can be best accomplished by examining the work of the students.

VII. Methods In Teaching. The instructor should remember that he must get the idea to the student through as many of the senses as possible, i. e., through the ear, the eye, the hand. His presentation should be in plain language. The best illustrations drawn from police experience should be used. Where demonstration is possible he should "enact the scene," as in the search of a prisoner. Discussion should always be allowed but care should be taken to draw the timid into the discus-

sion. Each student should be questioned on every subject, and individual attention should be given to the slow student. The instructor should correlate his work with every other line of instruction but should not overlap or duplicate the work of another.

Each student should take notes on every subject. This should be done on a notebook of yellow paper so that the instructor may see that it is written again on white paper and placed, when corrected, in a loose-leaf notebook which will be kept as his permanent instruction book. Review and examination terminate each course.

VIII. The Schedule. The schedule which is followed for a class of thirty recruits covers fifty-six days. Only seven days included here. Monday—

8:00 a.m. to 9:00 a.m.—Assigning seats, distribution of notebooks, pencils, pens, maps and other individual school equipment. General instruction as to purpose, scope and method of the school.

9:00 a.m. to 10:30 a.m.—Procuring gymnasium suit, etc. Organizing gym class and general instructions as to purpose of course. Calisthenics, short run, shower bath.

10:30 a.m. to 11:30 a.m.—The History of the City.

11:30 to 12:30 p.m.—Lunch.

12:30 to 1:30 p.m.—First half class: Geography. Second half class: Weapons.

1:40 to 2:30 p.m.—The History of the City.

2:30 to 4:00 p.m.—Physical Culture in Gym, Calisthenics, Games, Bath.

4:00 to 5:00 p.m.—The History of Policing.

5:10 to 6:00 p.m.—The History of Policing. Home Work—Rewrite notes for permanent notebook.

Tuesday—

- 8:00 to 9:00 a.m.—Problems of the Patrolman.
- 9:00 to 10:30 a.m.—Physical Training.
- 10:30 to 11:30 a.m.—Police Organization and Duties of Ranking Officers.
- 11:30 to 12:30 p.m.—Lunch.
- 12:30 to 1:30 p.m.—Second half of Class: Geography. First half of Class: Weapons.
- 1:30 to 2:30 p.m.—The Common Law of Crime.
- 2:30 to 4:00 p.m.—Physical Training.
- 4:00 to 5:00 p.m.—Government, Legislative Departments.
- 5:10 to 6:00 p.m.—Government, Legislative Departments.

Wednesday—

- 8:00 to 9:00 a.m.—Problems of the Patrolman.
- 9:00 to 10:30 a.m.—Physical Training.
- 10:30 to 11:30 a.m.—Police Organization and Duties.
- 11:30 to 12:30 p.m.—Lunch.
- 12:30 to 1:30 p.m.—First half of Class: Geography. Second half of Class: Weapons.
- 1:30 to 2:30 p.m.—The Common Law of Crime.
- 2:30 to 4:00 p.m.—Physical Training.
- 4:00 to 5:00 p.m.—Government; Judicial Departments.
- 5:10 to 6:00 p.m.—Government; Judicial Departments.
- Home Work—Review and rewrite notes for permanent Instruction Book.

Thursday—

8:00 to 9:00 a.m.—Problems of the Patrolman.

9:00 to 10:30 a.m.—Physical Training.

10:30 to 11:30 a.m.—Police Organization and Duties.

11:30 to 12:30 p.m.—Lunch.

12:30 to 1:30 p.m.—Second half of Class: Geography. First half of Class: Dry Shooting.

1:30 to 2:30 p.m.—The Common Law of Crime.

2:30 to 4:00 p.m.—Physical Training.

4:00 to 5:00 p.m.—Government; Executive Departments.

5:10 to 6:00 p.m.—Government; Executive Departments.

Friday—

8:00 to 9:00 a.m.—Problems of the Patrolman.

9:00 to 10:30 a.m.—Physical Training.

10:30 to 11:30 a.m.—Police Organization and Duties.

11:30 to 12:30 p.m.—Lunch.

12:30 to 1:30 p.m.—First half of Class: Geography. Second half of Class: Dry Shooting.

1:30 to 2:30 p.m.—The Common Law of Crime.

2:30 to 4:00 p.m.—Gymnasium.

4:00 to 6 p.m.—Review and test on Government.

Home Work—Review notes and rewrite for permanent Instruction Books.

Saturday—

8:00 to 9:00 a.m.—The Bill of Rights.

9:00 to 10:00 a.m.—The Bill of Rights.

10:00 to 11:00 a.m.—Police Psychology; Human Nature.

11:10 to 12:00 p.m.—Police Psychology; Human Nature.

12:00 to 1:00 p.m.—Lunch.

1:00 to 2:00 p.m.—The Bill of Rights.

2:10 to 3:00 p.m.—The Bill of Rights.

3:10 to 4:00 p.m.—Police Psychology.

Home Work—Review and rewrite notes for permanent Instruction Book.

Sunday—

7:00 to 8:00 a.m.—Elements of Sociology.

8:10 to 9:00 a.m.—Police Psychology.

9:10 to 10:00 a.m.—The Bill of Rights.

10:10 to 11:00 a.m.—The Rights of the Accused.

11:10 to 12:00 a.m.—Police Ethics.

Home Work.

When the Chief of Police has been anxious to get the recruits to work, the time has been shortened to six weeks but it was necessary to shorten some course and omit others besides not having time for sufficient assimilation and review. In carrying out a schedule, care must be taken to have the more fundamental courses first. At the opening of the school, instructors should be informed as to their place on the schedule so that they will make due preparation. Promptness in carrying out the schedule is important because the recruit must understand that a policeman must always be on time. Habits of cleanliness and order should be required. Accuracy and thoroughness should always be insisted upon. The director must watch the progress of the recruit school in matters pertaining to morale and professional spirit. He should have his class enthused for police work and at the exercise at the close

use every opportunity to leave them feeling that they go forth to do a great work.

Continuation Classes. The schedules for the Continuation Classes (classes for all members of the force) are arranged to suit the convenience of the instructor and so that the least amount of time and inconvenience will be forced upon the members. The force is divided into classes of approximately forty-five members each. Each member receives his assignment on the first day of the month. The classes are held at 4:00 to 5:00 p.m. on Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday at 8:00, 9:00 and 10:00 a.m. This schedule is extended over a period of thirty-six weeks and each patrolman must attend for at least thirty hours.

Class For Detectives. The schedule for the detectives provides for their attendance from 5:00 to 6:00 p.m. on each Tuesday of the thirty-six weeks during which the school is conducted.

Officers' Class. The schedule for officers calls for two two-hour sessions each month. No definite date is fixed because of the inadvisability of letting it be known that officers are off regular duty. This class is generally conducted by the Chief of Police and current problems of organization and administration form at least half of each program. Distinguished police authorities are frequently invited to address the group.

IX. The Equipment. The school is provided with a room where a class of thirty may be conveniently seated at tables or a class of fifty without tables. A class of recruits is provided with notebooks, pencils, pens, maps, directories, traffic manuals and first-aid books, targets, target pistols and rifles, handcuffs, iron claws and other equipment with which the recruit must become familiar.

Adequate black board space is also provided.

A library is gradually being acquired and files of police magazines are being kept.

X. Records. A record is made of all work done by a recruit and a report is made to the Civil Service Board, the average of which becomes the recruits first rating. All grades are made on the scale of one hundred. The attendance in the Continuation Classes is kept. The scores at target and rifle practice are made a part of the records of the office of Chief of Police. All grades and scores are entered on the officer's personnel card.

XI. Classes in the University. Arrangements for two additional sections of the Police School are now being made.

1. Members under 35 years of age who have high intelligence ratings, superior personality and a clear record may register in classes which relate to police work at the University of Louisville.

2. Members who have the above qualifications and who are graduates of high school or the equivalent may register at the University of Louisville for a full four-year course in police science leading to a degree.

K. Records. A record is made of all work done by a recruit and a report is made to the Civil Service Board, the average of which is made on the basis of one hundred. The average in the Constitution Classes is high. The average of target and rifle practice and marks a part of the records of the whole of the Chief of Police. All grades and scores are entered on the officer's personnel card.

XI. Classes in the University. Arrangements for two additional sections of the Police School are now being made.

I. Members under 30 years of age who have high intelligence ratings superior, good, and a clear record may register in classes which relate to police work at the University of Louisville.

J. Members who have the above qualifications and who are graduates of high school or the equivalent may register at the University of Louisville for a full four-year course in police science leading to a degree.

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OF LOUISVILLE